



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## OUTLINE FOR DECEMBER.

*History*.—Getting playhouse ready for interior decoration. Study and making of tiles for the kitchen floor of the playhouse.

REFERENCES: *Training of a Craftsman*, K 10,022; *Design in Nature and Art*, K 3,379; *Wm. Morris' Lectures on Art*, K 10,734; *Some American Tiles*, V 691; *L'ornament polychrome*; Owen Jones, *Grammar of Art*.

(The letters and numbers refer to the cataloguing in the Chicago Public Library.)

*Geography*.—The study of pebbles begun in November will be continued in December from the standpoint of crystals. Typical forms as quartz, calcite, galena, fluorite, mica, salt, and sugar will be shown. A trip to the Field Columbian Museum, at least once, and possibly twice, during the month.

*Science*.—Consideration of snow crystals in connection with geography. Daily weather record.

*Home economics*.—Making of candy and pop-corn balls for the Christmas celebration; rock-candy and colored crystals for Christmas-tree decorations. Making of tarlatan candy bags to hang on Christmas tree.

REFERENCES (for crystallization and making of crystals): Tyndall, *Forms of Water*, K 2, 687; Dana, *Minerals and How to Study Them*; Ruskin, *Ethics of the Dust*; *Crystallography for Beginners*, K 9,564; *Dictionary of Practical Receipts*, R K 103-10; G. H. Williams, *Elements of Crystallography*, 548 W 72; School of Education Library, *Text-Book of Systematic Mineralogy*, 549 B 34s.

*Number*.—Making of Christmas presents.

*Dramatic art*.—Dramatization of industries and stories (continued). Dramatization of "Night before Christmas."

*Music*.—"Christmas Star," from *Song Stories from the Kindergarten*, by Mildred J. and Patty S. Hill; "In Another Land and Time," from *Songs for Little Children*, Book I, by Eleanor Smith; "Little White Feathers," from *Songs for Little Children*, Book II, by Eleanor Smith; "Jacky Frost," from *Modern Music Series*, First Book.

## SECOND GRADE.

CLARA ISABEL MITCHELL.

## REVIEW FOR OCTOBER.

*Cooking*.—Apples were baked out-of-doors in brick ovens devised and made by the children. They planned and carried out the entire work, which included a luncheon served to the children of the first grade. This occupied the time of two cooking lessons. The other two cooking lessons of the month were spent in making apple jelly, as described in this number by Miss Van Hoesen in her review for October of the work in the fourth grade.

*Spinning.*—Spinning was commenced in the effort to make holders for handling hot dishes. The children proposed using various inventions they had seen to hasten the process of straightening and twisting the fibers.

*Wood-work.*—A hand-loom of half-inch pine, frame 16 × 12 inches, was commenced according to directions given in October COURSE OF STUDY.

*Pottery.*—The children began the modeling of bouillon cups.

*Weaving.*—Work baskets were made of rattan No. 2 and No. 3.

*Bookbinding.*—For a dictionary, sheets of writing paper were tacked together with Magill fasteners and covered with linen. A printed letter of the alphabet was pasted at the upper outer corner of each page, and new words are to be printed as needed by the teacher and pasted by each child on the proper page. Rules for cooking were written on pages which will later be bound into a cookbook.

*Nature study.*—Excursions were taken to near prairies for seeds, fruits, and soils; to Lakeside, to the swamp at Seventy-ninth street, to the ridge at Belmont, and to Wintergreen farm. Seeds and fruits were sorted and classified as to means of distribution. Soils from the lake, prairie, swamps, and gardens were collected, observed under the magnifying glass, and then discussed. Autumn foliage was observed, pictures of the landscape painted, and leaves collected. Characteristic plants were gathered at the swamp and drawings made to indicate their distribution in the swamp. Snails and a frog were brought to the school for the aquaria.

*Geography.*—Sand maps were modeled to include all places visited on the field trips. A simple account of the glacial period and its influence upon our topography was given in answer to the children's questions about the Blue Island ridge and the flatness of the surrounding land. The building shore line was seen during the excursion to the lake. After the visit to the stock farm, the children were able to tell in general the kind of land which may profitably be used for pasturage and what should be reserved for agriculture. They made pictures expressing their ideas of pasture regions. They were then shown pictures of the great pasture countries of the world—our western plains, Russia, South America, and the plains of Arabia and Persia.

*History.*—Pictures and drawings of Palestine and an account of Abraham and his flocks moving into Canaan set the children to imaging conditions of Hebrew life in the pastoral stage. For shelter, food, clothing, and mutual protection, the children saw and suggested the use of tents; meat, butter, cheese, and milk, helped out by such plants as were readily found; flints for getting fire, clay dishes, wool spinning and weaving as substitute for hides and skins; weapons for defense and leadership as a help to economical action.

*Literature.*—The story of Abraham was told the class and afterward read from Moulton's version of the Bible for children.

Before school in the morning, during the luncheon hour, at entertainments, and at morning exercises the children had opportunities for hearing, reading,

telling, and dramatizing stories related more or less closely with the regular work in the classes.

*Writing.*—At the beginning of the month attempts were made to have the children write their own records of observations made in nature study and geography. This failed because of the slowness of the children in using written forms. Some of them were unable to write any words. It was therefore decided that the teacher should write the record as dictated by the class. Freedom, logic, and truthfulness of expression were the only qualities demanded in the beginning, with the idea of minimizing the difficulties in acquiring new forms. Following are some of the sentences recorded :

#### RECORD OF EXCURSION TO THE LAKE SHORE.

We saw the lake at work. It was making sand.

We rubbed rocks together and made sand. Red rock made red sand. Black rock made black sand. Brown rock made brown sand. White rock made white sand.

We found red, brown, gray, black, and white sand at the lakeshore.

We found iron in the sand with a magnet. We found quartz crystals in the sand. They scratched glass.

The waves wear the pebbles smooth.

#### RECORD OF THE VISIT TO THE SWAMP.

We saw duckweed, reeds, swamp grass, cat-tails, and willows at the swamp.

We found snails in the water. Some boys found frogs and toads and snakes.

We looked at swamp soil under the magnifying glass. It is black. It is made of decayed sticks, leaves, roots, and stems. We found little quartz crystals in it. They scratched glass.

#### RECORD OF SEEDS AND FRUIT.

Some plants drop their seeds on the ground below them. Others have balloons that will sail on the wind. The milkweed and the thistle have balloons that travel in the wind. Some trees have wings on their fruit. Apple, peach, orange, lemon, and plum trees have brightly colored fruit. Birds and animals see it and carry the seeds away where they can grow. Burrs catch on people's clothes and the coats of animals. That is how they travel.

Wind, water, animals, and people help plant seeds.

Following is the record of the discussion of pasture lands :

Sheep and cattle need grass and water. Grassy lands should be used for pasture, but very rich land should not. Land where there is much water or many trees would be too rich for pasture. Such land should be used for raising grain, fruit, and vegetables. That would give food to many people. Herds

of cattle need great pastures to feed in. Cattle would waste rich land if they used it for grazing. It would be better used for agriculture. Wide, treeless plains make good pastures. Steep mountain sides are good for pasture.

Invitations to luncheon were written to the children of the Francis W. Parker School. Rules for cooking apples in three different ways were written for the cookbook; also rules for making apple jelly.

*Reading.*—No attempt has been made to have the children read orally, because they are not familiar with the forms of printed words, and recognition is either impossible or very difficult. Reading thus far has been confined to sentences written on the blackboard, directions for work printed on slips of paper (see report of second grade work under "Home Economics"), and to exercises in thought analysis of simple selections from second readers. Five minutes each day are spent in phonics games.

*Arithmetic.*—As the ruler was needed in wood-work and basket-making, the children were given lessons in its use; they were taught to recognize 1 foot, 1 inch, 12 inches,  $\frac{1}{2}$  inch,  $\frac{1}{4}$  inch,  $\frac{1}{8}$  inch;  $\frac{1}{2}$  foot as 6 inches;  $\frac{1}{4}$  foot as 3 inches;  $\frac{1}{12}$  of a foot as 1 inch. Lessons on the metric scales and liquid measures, when needed in cooking, were taught in the same way.

#### OUTLINE FOR DECEMBER.

*Cooking.*—Cocoa; potato, bean, pea, and tomato soups.

*Needle-work.*—Button bags done in cross-stitch, on canvas, for Christmas presents.

*Weaving.*—Baskets for Christmas presents.

*Wood-work.*—Blotting-pads.

*Pottery.*—Dishes for the lunch-room.

*Housekeeping.*—Preparation and serving of luncheon for four primary grades through one week.

*Games and entertainments.*—Telling of stories to the children of the kindergarten and the first grade, also for the morning exercise. Dramatization of "The Night before Christmas" for the Christmas festival.

*Nature study.*—Comparison of cotton, linen, and wool fibers; their suitability to different climates and seasons. Uses of skin, scales, fur, hair, feathers, and shell as coverings.

*History.*—Continuation of pastoral life. Patriarchal life as exemplified by early Jews.

*Geography.*—Pasture lands, *i. e.*, plains and mountain sides. Stories and pictures of the herdsmen of Palestine, Arabia, and Persia; also of the cattle ranches of the western plains of the United States.

*Literature.*—Continuation of Bible stories of Abraham, Isaac, Jacob, Joseph. In preparation for Christmas: the Bible story of David; the Wise Men; the shepherds watching their flocks; the child at Bethlehem.

*Oral reading.*—"The Night before Christmas."

*Music.*—"Ye Shepherds, Arise!" *Reinecke*; "We Three Kings of Orient," "Gather around the Christmas Tree," Portuguese hymn.

*Arithmetic.*—Working out problems to be met in cooking luncheon for the four primary grades; also in the buying, planning, and making of Christmas presents.

*Writing.*—Record of observations made in nature study; rules for cooking; stories to be read as entertainment for other classes; letters to parents at Christmas time.

*Reading.*—Directions for cooking and other handwork. Such simple and good stories as can be found to correlate with and enhance the subjects of the program.

*Drawing.*—Plans for handwork. Illustrations for stories and lessons.

*Painting.*—Pictures of December landscape; illustrations of stories; studies of animals observed in science lessons; designs for pottery and other handwork.

## SECOND AND THIRD GRADES.

(FRANCIS W. PARKER SCHOOL.)

REVIEW FOR OCTOBER.

JENNIE HALL.

*Reading.*—The Indian thanksgiving festival was assigned to the second and third grades as their share in our Thanksgiving exercises. In preparing for this we made a study of Iroquois conditions and habits. For the purpose of making more vivid the images, and of gratifying the play instinct, the children were encouraged to make an Iroquois village on a large table. Trees about twelve inches high were cut out of cardboard and will be tacked to the table. In order to get the correct form the children went to the park and studied the elm, the hard maple, the pine, the birch, as typical trees of the Iroquois forest. The house is being made of twigs and bark, Indian dolls cut from pasteboard are being covered with a costume made from old kid gloves. Before this making could be begun, the children read descriptions of the house, of the manner of building it, and of the costume. On account of the scarcity of material in books, the teacher made these reading lessons from Morgan's *League of the Iroquois*, and the children read from the board.

We studied the way of preparing for winter on an old-fashioned farm: storing of fruits and vegetables in the cellar, drying of fruit, making of jelly, canning of fruit and vegetables, making of cider, milling. The facts were learned from reading lessons on the board. Then the children chose one of these things to do in furnishing material for a spread on Thanksgiving day. Two children chose to make corn meal, three to make cider, three to smoke ham, four to dry apples, three to make corned beef, four to make butter, one to can fruit.